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ABSTRACT

A team of researchers from the University of Tennessee at Knoxville is in its tenth year of working with individual schools to improve the quality of life within educational communities. This paper reports on the current Quality of School Life (QSL) study conducted to assess teachers' perceived levels of satisfaction with the quality of their school life according to school level, gender, and years of teaching experience. Survey data were collected from 701 teachers in 21 Tennessee public schools during the 1992-93 and 1993-94 school years. Although findings indicated that perceptions vary according to school site, some patterns were identified across schools in the selection of specific QSL factors. When analyzed by school, QSL school level factors were found to be significantly different in terms of importance. Communication, support, work load, working conditions and resources were consistently ranked among the most important to teachers, while work enrichment, leadership, and recognition were consistently ranked as among the least important. The study replicates the results of other research and supports the assumptions underlying the QSL process. Suggestions for further research and 13 statistical tables detailing study findings complete the document. (Contains 43 references.) (LL)

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TEACHERS' PERCEPTIONS ABOUT THEIR QUALITY OF SCHOOL LIFE ACCORDING TO THEIR SCHOOL SETTING, GENDER, AND YEARS OF TEACHING EXPERIENCE

by

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Presented at the Annual Meeting of the American Educational Reserch Association (New Orleans, Louisiana, April 1994)

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Teachers' Perceptions about Their Quality of School Life According to Their School Setting, Gender, and Years of Teaching Experience

C. Kershaw, M.A. Blank, J. Bellon, D. Brian

A paper presented at the annual meeting of The American Educational Research Association, New Orleans, LA April, 1994

Introduction

A team of researchers from The University of Tennessee at Knoxville is in its tenth year of working with individual schools to improve the quality of life within educational communities. The Quality of School Life (QSL) studies are collaborative efforts between university and public school personnel involving data collection, data analysis, and the development of plans of action. The research is based on the perceptual data derived from five respondent groups affected by the school community (teachers, administrators, support staff, parents, and middle school/high school students). The QSL reports are case studies prepared by the researchers and reported back to the participating schools. The reports provide beginning points for collaboration, problem solving, and ongoing improvement efforts at the school sites.

The research began in 1983 with partial funding from a U.S. Department of Education grant under the direction of Dr. Jerry J. Bellon. The initial phase included a comprehensive review of the literature of the Quality of Worklife (QWL) primarily in business and industry and on teacher work satisfaction, efficacy, and career development. The literature search generated the workplace factors that guided the development of QWL surveys and interviews. The original goals of the QWL process were to determine the work satisfiers that are important to teachers at individual school sites and to assess their levels of satisfaction in order to develop improvement plans addressing key workplace conditions (Bellon, Kershaw, Bellon, & Brian, 1987). The initial surveys and interviews were administered to over 200 teachers in six schools in five states.

Since 1988, the process has been continually revised and expanded to include all stakeholders of a school community. Surveys were developed to assess the perceptions of administrators, support staff, parents, and middle school and high school students. To align with the expanded focus, the process was renamed the Quality of School Life (QSL). Throughout the evolution, the instruments have been revised according to emerging research and input from practioners and reformatted to generate the most helpful information for the participating schools and respondent groups. To date the most recent version of the QSL studies has been administered to individuals in sixty school communities in seven states and one entire district in Nova Scotia.

The current focus of the QSL process is to assist school personnel in identifying and addressing the school conditions important to teaching and learning. Assistance is provided to school personnel in planning and implementing improvement efforts that will enhance the overall quality of life in the school. It is intended that school communities be developed so that they will attract and retain quality personnel and maintain quality learning environments. The QSL process is a means to achieve the "grass roots" changes needed to improve the quality of life in individual educational communities.

There are several assumptions upon which the QSL process is based. First, it is possible to identify and assess QSL factors that impact the quality of life for teachers, administrators, support personnel, students, and parents. Second, QSL factors that affect the quality of the work and worklives of teachers, administrators, and support personnel also have some influence on the overall school culture and on the interactions that occur within schools. The premise is that important QSL factors have an impact on the degree of successful teaching and learning that occurs in schools. Third, the important student and parent QSL factors influence student learning outcomes and attitudes toward learning. Fourth, some QSL factors are specific for each respondent group while others are generic, having relevance for all groups. Fifth, the unique culture within each school influences the overall level of satisfaction with QSL factors. Finally, and perhaps most importantly, collaborative efforts and partnerships focused on perceived areas of need can effect positive changes in the quality of life and of learning within schools.

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Perspectives and Theoretical Framework

Several pervasive trends affecting educational organizations increase the significance of the QSL process. Perceptions about the quality of life are influenced by the dynamics within the American culture, the workforce, and the organizations themselves. These trends suggest that more attention be placed on improving the quality of worklife.

Changes within the American culture underscore the need to focus time, energy, and resources on improving the quality of life. Over the past few decades America has become a mobile, national, and international culture that has moved away from its nuclear family and its traditional work, organizational, and community structures (Gardner, 1990; Naisbitt, 1984). Gardner believes that there are several critical attributes of traditional communities that must be integrated into the new organizational structures. These are continuity, a sense of history, a need for conformity and security, and shared values and norms. He concludes that building a sense of community requires focusing on the quality of the personal or professional lives of those within any organization whether it be a city, church, school, or workplace. Gardner suggests that contemporary organizations should seek a sense of wholeness. Organizations must develop a shared culture that incorporates diversity, good internal communication, caring, trust, teamwork, shared leadership tasks, and development of young people. Relationships must also be maintained with the world beyond the community boundaries (Gardner, 1990).

Several significant changes within the American workforce have paralleled those within the culture. During the last decade, the traditional three-stage cycle of education, work, and retirement has become an obsolete concept. Partly due to the uncertain and negative economic climate, many workers at all career stages and in all sectors have found themselves not working, remaining in dissatisfying jobs, or beginning new occupational pursuits. In some cases, dissatisfied workers are leaving their current employment situations for jobs they find more rewarding, while others are remaining in unsatisfying jobs. Beginning in the 1980s and continuing in the 1990s, many professionals are seeking second and third careers. Kiplinger and Kiplinger (1989) see this new trend accelerating throughout the 1990s to the point that midcareer counseling will increase in importance.

In addition, the composition of the American workforce has changed drastically because women who once formed education's captive pool of potential workers now have numerous professional options other than teaching. Statistics indicate that women account for half of the current college graduates and new entrants into the workforce. Currently and for the predictable future, growing numbers of women and minorities will continue to move into law, medicine, and other professions. Kiplinger and Kiplinger (1989) project that during the 1990s more women will move into leadership positions and more minority employees will be hired in the business and industry sector, not because of quotas, but due to greater acceptance and their high levels of performance.

Numerous studies also document the changing professional profile within schools. They show that fewer talented college students enter the teaching profession and, of those who do, a large percentage leave for other professions early in their teaching careers (Schlechty & Vance, 1981; Harris, 1988; Green, 1986). Increasing numbers of those who remain in the classrooms and schools are suffering from work dissatisfaction and burnout. High levels of teacher dissatisfaction and stress continue to be reported along with increasing numbers of students being identified as "at risk." Increasing numbers of students are minority, poor, emotionally or physically handicapped, or non-English speaking. In addition, growing numbers of parents are undereducated and disadvantaged. Problems associated with the lack of discipline and sense of responsibility, absenteeism, substance abuse, low self-esteem, and physical and emotional abuse are increasing the complexities of teaching and contributing to teacher dissatisfaction and professional attrition.

Another important trend relates to the organizational and structural changes that are occuring in schools. Reform initiatives continue to focus on restructuring schools. Many are adopting practices found to be successful in creating positive organizational dynamics in business and

industry. Schools are moving toward various forms of decentralization and shared governance to allow personnel in individual schools to make decisions about their work and their overall educational environment. Many variations of site-based approaches are being implemented to develop and maintain healthier and more productive organizations. The emphasis is on developing quality environments and empowering workers. The intent is to provide opportunities for individuals within the organization by expanding their work roles, developing professionally, and having greater input into the processes of the organization. There are numerous implications of redefining the roles of teachers and other school personnel such as changes in the personal and professional relationships and demands for accountability in terms of student outcomes.

These changes within the culture, the workforce, and the schools increase the importance of QSL studies. The studies are consistent with other lines of research in exploring "the conditions and circumstances of teachers' work" (Little & McLaughlin, 1993, p.1). There has been long standing interest in determining the dimensions of the school setting that are most influential in formulating teachers' thinking about their work and what they do in classrooms. Previous studies have focused on structural and organizational aspects of schools as workplaces that are determinants of teachers' attitudes and practices (Little & McLaughlin, 1993). The QSL process also focuses on organizational factors as well as motivational conditions. It is a means to collect the perspectives of those inside the schools. As in the Claremont study, Voices from the Inside, the attempt is to gain an understanding of the "problems and promises" that exist in schools from those who know it best (1992, p. 17). In addition to collecting data, the process of working with the information is a participatory one. The participants collaborate to bring about changes in individual sites to make them more satisfying and rewarding to the members of the school community. Also consistent with the findings of the Claremont study, the desired changes in schools are believed to be best stimulated by those on the inside (1992, p. 17).

The conceptual basis for the QSL research is derived from educational literature related to motivation, change theories, and organizational structure. This was combined with an in depth analysis of quality of worklife (QWL) theories and practices in business and industry. The QSL research began in an effort to strengthen the research base regarding similar theories and practices within educational workplaces. The following discussion is of each QSL factor for teachers. Each factor is defined along with brief summaries highlighting significant research underlying the process.

Working conditions are those aspects of the physical environment such as adequacy of the facilities, safety provisions, and appropriateness of work schedule. Harris (1988) concludes that, as in most professions, satisfaction has as much to do with other aspects of the job, such as the degree of autonomy and working conditions, as it does with salary" (p. 21). McLaughlin, Pfeifer, Swanson-Owens, and Lee (1986) identify inadequate working conditions as linked to teacher work dissatisfaction. Rosenholtz's (1984) work supports this finding that teachers frustrated by poor working conditions may leave the profession. In addition, it is found that when teachers are unable to meet their own expectations, they are disappointed in themselves and exhausted by the physical, emotional, and intellectual conditions under which they work" (Voices from the Inside, 1992, p. 9). Participants in the Claremont study (1992) identify the condition of the facilities in terms of repair, cleanliness, adequacy of space and aesthetic appeal as major problems in schools. In addition, concerns for safety are also identified as problems. The need for better facilities was identified as critical to the enhancement of student learning and teacher work satisfaction (Talking with Educators, 1988).

Communication addresses the opportunities teachers have to communicate among themselves and discuss issues of importance. Yinger (1988) identifies the occurrence of dialogue and discussions as well as high levels of collaboration as keys to successful school communities. McLaughlin's work supports this. She finds that communication patterns as well as other influences such as school mission and department structure are workplace factors that impact the ways teachers think about their work and their responses to students (1993, p. 89). Communication also refers to the accessibility and adequacy of information to all members of the school community. Daresh (1986) urges that "(l)ines of communication from the community to the school must be opened as well"

(p. 313). The perceptions of parents and community members are valuable to any school improvement efforts.

Goals and expectations address the appropriateness of school goals, the commitment to the goals or school mission, and the realistic nature of the expectations. Bryk and Driscoll (1988) define schools as social organizations consisting of cooperative adults (teachers, administrators, and parents) who share a common purpose and a combination of adults and students who are affected by shared values, a common agenda of activities, and a need for positive relationships. It is generally accepted that schools should have a mission or a sense of mission which forge "common beliefs and purposes among the teaching community" (Hargreaves, 1993, p. 51). Further, Hargreaves concludes that "missions build motivation, and missions bestow meaning" (p. 51). He supports others in that "missions also strengthen teachers' sense of efficacy and their beliefs that they can improve the achievement of all their students irrespective of background (Ashton & Webb, 1986). McLaughlin (1993) extends this thinking to say that "teachers' goals for students are diverse and contextually specific" (p. 83). Furthermore, it was found that teachers differ in their approaches to adapting practice to meet the needs of nontraditional students.

Resources are the supply or availability of needed time, materials, equipment, personnel, or finances. Many schools lack the most basic resources such as books, paper, shelves, and qualified teachers as well as support personnel. Educators identify the need for more planning time to work together as well as more clerical and support services as improvements needed in order to bring about greater student learning and teacher work satisfaction (Talking with Educators, 1988). Resource inadequacy has been tied to teacher work dissatisfaction (Harris, 1988; McLaughlin, Pfeifer, Swanson-Owens, & Lee, 1986). Mc Laughlin (1993) explores secondary school settings and finds that the "dynamics of resource allocation unite or divide secondary teachers" (p. 77). Talbert (1993) also identifies the competition among high school departments for valued resources as a function of the perceived status of the department (p. 164). The level of resource support can positively or negatively impact teachers' attitudes about their work.

The opportunities or constraints surrounding teachers' instructional and noninstructional work load can influence teachers' levels of satisfaction. Excessive work load, large class sizes, and numerous non-instructional duties are identified as conditions that adversely affect teachers' perceptions about their work (Talking with Educators, 1988; Ashton, Webb, & Doda, 1983; Darling-Hammond, 1984). The adequacy of instructional programs and services provided to meet student and teacher needs also impact teachers' feelings of efficacy and satisfaction in positive or negative ways. McLaughlin (1993) addresses the link between the perceived effectiveness of instructional practices and teachers' feelings of professional identity and efficacy. According to Duke and Canady (1991), the appropriateness of related policies are identified as additional factors that can have a direct bearing on the quality of teaching and learning and, therefore, on teachers' feelings of satisfaction.

Support refers to that received from colleagues, administrators, parents, and community members. Research has focused on the need to build strong, supportive school contexts in order to remedy the problems associated with schools as organizations. Yinger (1988) proposes that a sense of community and place is necessary for healthy organizations and healthy people. According to Harris (1988), both teachers' and students' performance is inhibited in a troubled school environment, while supportive parents and strong, positive relationships between teachers and students enhance it. When positive conditions exist, teachers are more likely to be perceived as 'excellent,' and students listen more in class, are more enthusiastic about their education, and perform better" (p. 20). McLaughlin (1993) notes that the critical point is that "teachers within the same school or even within the same department developed different responses to similar students depending on the character of their collegial environment" (p. 89).

Sense of belonging relates to the feelings of closeness among faculty members, students, and parents. It also includes the sense of school pride and the level of mutual trust, respect, and cooperation. Lieberman (1988) suggests a need to rebuild relationships among all school community members and to change the organizational arrangements as necessary in bringing about

significant changes in their relationships. In an exhaustive study by researchers at Claremont (1992), the major problem in schools is directly linked to the relationships and especially relationships between teachers and students. When relationships are poor, a sense of desperation and hopelessness exists.

Involvement addresses the level of engagement in important school activities and educational pursuits. While rapid societal changes and technological advances have occurred, the structure of schools has until recently changed very little. Although many educational organizations continue to be structured as they were historically with buildings being described as "egg crate schools" (Lortie, 1975, p.1), some are being redesigned to promote more participatory forms of organization. With the move toward more active and collaborative involvement, Hargreaves (1993) explores the tension that exists between the individuals' needs for privacy and the need for working collaboratively with colleagues. Little and McLaughlin (1993) have addressed this in their work. They see that in the last decade a campaign has been waged "to break the bounds of privacy in teaching" (p. 1), but caution that little is known about the consequences of such actions. It has been proposed that isolation is an "adaptive strategy" that protects time and energy required to meet the immediate demands of teaching (Hargreaves, 1993, p. 58).

Work control refers to opportunities to make decisions related to such areas as student discipline, instructional methods, and course content. Control also addresses the level of teachers' involvement and influence in decisions affecting their work. Bacharach, Bauer, and Shedd (1986) find that teachers feel a need for greater control in the decision making process and that work satisfaction is enhanced when such opportunities exist. In addition, the level of administrative support for conflict resolution, instruction, and new ideas is also addressed. There is evidence to support the link between administrative action or inaction and teacher work dissatisfaction (McLaughlin, Pfeifer, Swanson-Owens, & Lee, 1986; Harris, 1988).

The need for more educator control over school site issues are cited as conditions to enhance student learning and teacher work satisfaction (Talking with Educators, 1988). McLaughlin's (1993) work supports this in that "strong professional communities establish a locus of control in the profession and locate a capacity to initiate action in problem-solving routines and norms of reflective practice" (p. 97). The Claremont study (1992) revealed that there is frustration with many aspects of the curriculum and current instructional practice and with teachers' inability to deal productively with these issues. The researchers propose that teachers may have the knowledge to make appropriate decisions related to teaching and learning, but they lack the time necessary to rethink and plan other approaches with colleagues and to enact the decisions.

The opportunities faculty members have to use their talents and to initiate new and creative ideas are conditions related to work enrichment. Little (1993) notes that "teachers' continued enthusiasm for teaching is bound up with opportunities to find both intellectual stimulation and emotional satisfaction in the classroom" (p. 144). When teachers feel stimulated in their work, they experience greater satisfaction. A related factor of growth and renewal refers to the availability of opportunities for personal and professional development and for advancement within the school system. Increasingly, employees are demanding more personal satisfaction and opportunities for growth and renewal from their jobs. Darling-Hammond (1984) cites the few opportunities for professional growth as a perceived negative influence by teachers. When opportunities for growth are missing, they are more likely to leave their jobs for others they find more challenging and rewarding (Yankelovich, 1981; Raelin, 1984; Harris, 1988).

Efficacy and achievement relate to the personal reward derived from student achievement, professional contributions, and the knowledge of one's professional competence. The rewards of teaching are primarily intrinsic with the highest levels of satisfaction resulting from being able to make a difference in the lives of students (Ashton, Webb, & Doda, 1983; Bellon, Bellon, Blank, Brian, and Kershaw, 1988). According to McLaughlin (1993) "teachers depend fundamentally on their students for their principal professional rewards and sense of identity" (p. 83). Feelings of personal accomplishments and self-satisfaction with one's own performance serve to keep most teachers motivated within a low paying profession (Bacharach, Bauer, & Shedd, 1986; Schwab,

Jackson, & Schuler, 1986). When feelings of professional and personal accomplishments are lacking, motivation and commitment to the profession decrease.

Formal rewards relate to teachers' salaries, benefits, or incentives. Despite years of attempting pay for performance programs, career ladders, and other merit pay options, teaching remains a profession with few extrinsic incentives to recruit and retain talented personnel. Harris (1988) says that "money is not necessarily the factor affecting teachers' satisfaction with teaching" (p. 21). In addition, Sederberg and Clark (1987) find that teachers' salaries are not primary motivators. These findings are consistent with Herzberg's theory of motivation. However, there is evidence that the adequacy of extrinsic rewards does influence teacher work satisfaction. According to a study of 600 teachers in Tennessee's Career Ladder Program, the monetary reward is the single most important outcome of the program, but the money is not identified as a primary career satisfier (Bellon, Bellon, Blank, Brian, Kershaw, 1988). These teachers support previous findings that working with students and having an impact on students' lives are their primary career satisfiers. Others have noted that low starting salaries and salary schedules which are not comparable to other professions requiring equal preparation and responsibility are obstacles to attraction and retaining talented young teachers (Rosenholtz, 1984).

The recognition teachers receive for their efforts and the professional status of teaching can influence levels of satisfaction. Recognition refers to student appreciation, parental and community commendations, and peer and administrative attention to the quality of teachers' work. Recognition of teachers' skills and abilities as well as successes is a valued motivator (Sederberg & Clark, 1987). Little (1993) notes that "teachers judge their careers in part by the success they experience in getting to teach the subjects they know and like, in the schools they want, with student they consider both able and interested, among colleagues they admire" (p. 144). Related to recognition is status which addresses the perceptions of others regarding the teaching profession and the reputation of the school. Respect for the important role teachers play is a significant motivator identified by Lobasco, Newman, and Sole (1988). They found that providing more respect for teachers would encourage good teachers to remain in their profession. In addition, Ashton, Webb, & Doda (1983) cite that lack of public support negatively impacts teachers' perceptions of their work. Metz (1993) supports this contention in that the "public drumbeat of criticism of teachers" has negative effects on their sense of pride and their performance (p. 134).

Leadership addresses the abilities and qualities perceived to be distinguishing characteristics of effective school leaders. Little and McLaughlin (1993) realize the critical role leaders play in cultivating and supporting "the values and norms compatible with truly successful school environments" (p. 189). Leaders who understand theories of work motivation and create conditions that unlock the motivation of others focus on intrinsic and extrinsic rewards as well as lower and higher order needs. The highest levels of intrinsic motivation can develop when individuals strive to reach their full potential and when the needs of the individual are consistent with the needs of the organization. Meeting needs and providing work settings that will enable individuals to develop is the cornerstone of transformational leadership (Burns, 1978). Leaders are required to understand the expectations of their employees because the fulfillment of those expectations is the key to their work satisfaction. Rosenholtz (1984) finds that teachers who suffer under ineffective leaders often withdraw from the profession.

Current Study

The data collection component of the QSL process for teachers is participant responses to the survey items. On the survey, teachers identify their current levels of satisfaction with critical school life factors. In addition, they identify the factors they feel are the most important to their quality of school life. The data are analyzed and are reported back to the individual schools. Previous studies have documented that it is possible to identify and assess the factors and conditions within schools that promote teachers' work satisfaction. They have also verified our initial assumption that the unique context of each school has the greatest impact on the respondents' perceptions about their quality of school life. This study is based upon the belief that

diversity of opinion within the teacher population is based on school setting, gender, and years of teaching experience. This has been partially substantiated by researchers who have found that teachers' views of teaching and work satisfaction differ according to career stage. This descriptive study is a second level analysis of 21 case studies of 13 elementary schools, 3 middle schools, and 5 high schools (one school is a middle/high school combination) by selected teacher demographic characteristics.

The specific objectives of this study are to:

1. assess teachers' perceived levels of satisfaction with the quality of their school life according to their school setting, school level, gender, and years of teaching experience, and
2. identify QSL factors of greatest importance to teachers according to their school setting, school level, gender, and years of teaching experience.

Methodology and Data Sources

Survey data were collected for 790 teachers in 21 Tennessee public schools during the 1992-93 and 1993-94 school years. Of the 790 teachers in the total sample, 701 completed all portions of the demographic data and became the population for this study. On the survey, teachers were asked to assess the importance of the 17 QSL factors and to identify those they would rank among the six most important. This process was conducted to prioritize the important QSL factors. Chi Square was used to determine the significance of the factors selected as highly important (See Table 1). The teachers were also asked to rate each of the 67 items composing the factor categories as either "very well satisfied," "well satisfied," "poorly satisfied," or "very poorly satisfied." Frequency distributions were determined for each item and means calculated for each of the 17 QSL factors. Analysis of variance was used to test for significant differences in the satisfaction ratings. (See Table 1). The teachers were also asked to complete a demographic section on the survey which identified their school level, years of teaching experience, and gender.

Initial analysis of the data focused on the total population. Once it was determined that significant differences did exist across the 21 schools and particularly among school levels, the researchers used the same statistical procedures to determine the effect of years of experience and gender within each school level. Tukey's procedure was also used to explore the relationships among the demographic variables.

Findings

Importance

Comparison of Perceptions Across the Total Population

The chi square procedure indicates that there are statistically significant differences in perception of importance for 13 of the 17 factors at the $p \leq .01$ level. Two additional factors were significant at the $p \leq .05$ level (See Table 1). Therefore, perceptions regarding the importance of 15 of the 17 factors were found to differ significantly according to school site for the 21 schools in the study.

Although perceptions vary according to school site, there are some patterns that can be identified across the schools (See Table 2). Differences among elementary, middle school/junior high school, and high school levels affect 9 factors at the $p \leq .01$ level and 10 at the $p \leq .05$ level. For years of experience, differences among 4 factors are significant at the $p \leq .01$ level and among 5 of the 17 factors at the $p \leq .05$ level. For gender, 7 of the factors are considered significant at the $p \leq .01$ level and 9 at the $p \leq .05$ level.

Patterns can also be identified in the selection of specific QSL factors as among the most important (See Table 3). Communication is the only QSL factor that is highly important to approximately half of the teachers at each school site. Working Conditions, Resources, Work Load, and Support are highly important to approximately half of the teachers at 10 or more of the schools. With few

exceptions, six factors have low importance percentages across the 21 schools. These factors are Enrichment, Growth & Renewal, Efficacy & Achievement, Recognition, Status, and Leadership.

Comparison of Perceptions by School Level

Elementary School Level. Four factors show significant differences ($p \leq .01$) in perceptions among teachers with varying levels of teaching experience (See Table 4). Two of the factors, Communication and Growth & Renewal, are more important to teachers with 1 to 3 years experience than they are to those with more experience. Two others, Work Load and Formal Rewards are more important to those with more than eight years experience. Working Conditions is the only factor that is statistically significant by gender for elementary teachers and this factor is more important for the males than for the females.

Middle School/Junior High School Level. Only two factors show differences that can be considered statistically different for middle school teachers at different experience levels (See Table 4). Formal Rewards and Recognition are both significant at the $p \leq .01$ level. More than half of the teachers with more than eight years of experience include Formal Rewards among their most important, compared to 10% of the teachers in the 4 to 7 years experience group and 37.50% of the beginning teachers (See Table 2). Teachers in the 8 to 15 year experience group include Recognition among their most important factors nearly four times as often of any of the other groups. Work Control is the only factor the anovas show to be significant at the $p \leq .01$ level by gender at the middle school level. Males include it as highly important more than four times as often as females. A second factor, Communication has a $p \leq .05$ level and is more important to females than males.

High School Level. There are only two significant differences at the high school level ($p \leq .01$) (See Table 4). Work Enrichment is more important to teachers between 4 and 15 years of experience than it is to those at other levels. The significance level is affected most strongly by the low level of importance placed on Work Enrichment by beginning teachers. The only factor showing a significant difference by gender is Growth & Renewal. Females rank it as highly important nearly twice as often as males.

Satisfaction

Comparison of Perceptions Across the Total Population

Table 5 illustrates the wide range of satisfaction means for the 17 QSL factors across the total school population. It shows the actual means for each individual school. Furthermore, significant variations exist in the satisfaction means by school site. (See Table 1.) Analysis of variance indicates that significant differences also exist by school level. (See Table 6.) School level shows a Type III SS significance at the $p \leq .01$ level for all 17 QSL factors. The effect of years of experience is second to that of school level. The anova identified 5 factors that are significant at the $p \leq .01$ level (Type III SS). A total of 9 are significant at the $p \leq .05$ level. The Type III SS analysis included no QSL factors at the $p \leq .01$ level and only 3 at the $p \leq .05$ level.

The Tukey's analysis was used to look across the total population to determine the significant relationships within school levels, years of experience, and gender (See Table 7). Significant differences between high school level teachers and those at elementary and middle school levels exist at the $p \leq .05$ level for all 17 QSL factors. Communication, Programs & Policies, and Involvement were identified as significantly different at all three school levels. In terms of years of experience, the major differences were between teachers in the 1 to 3 year group and those with 8 or more years of experience. These differences exist for 9 of the 17 factors. For 4 factors, teachers with 4 to 7 years experience were found to differ in satisfaction with those at other levels. Gender also played a role in the perceptions of teachers on 14 of the 17 QSL factors.

Table 8 illustrates satisfaction means for all three demographic groups. The means show that

middle school teachers are more satisfied with 14 of the 17 factors than are elementary or high school teachers. For only two factors, Work Enrichment and Growth & Renewal were elementary teachers slightly higher. High school teachers are less satisfied with 16 of the 17 factors than teachers at the other school levels. On the 17th, they are only slightly less satisfied than elementary teachers.

Comparison of Perceptions by School Level

Elementary School Level. The anovas indicated that satisfaction levels with 5 factors, Resources, Work Load, Programs & Policies, Formal Rewards, and Leadership, varied significantly according to years of experience. (See Table 9.) For all 5 factors identified as statistically significant, teachers with 1 to 3 years of experience are more satisfied than teachers in any other experience group. (See Table 11.) They are also more satisfied than those with more experience with 15 of the 17 factors. Teachers in the 8 to 15 year experience range have the lowest satisfaction levels for four of the five significant factors and are nearly the same as the lowest group on the fifth factor. Furthermore, they are the least satisfied with 13 of the total of 17 factors and are only slightly above the least satisfied group on two additional factors.

According to the Tukey's analysis, Working Conditions, Resources, Workload, Programs & Policies, Formal Rewards, and Leadership varied according to years of experience. (See Table 10.) For all but one factor, Working Conditions, significant differences in opinions were identified between teachers in the 1 to 3 and the 8 to 15 year groups. For two factors, Work Load and Programs & Policies, beginning teachers (1 to 3 years) differed from more than one group with more experience. On Work Load they differed from all 3, and on Programs & Policies the differed with 2.

At the elementary level, males are considerably more satisfied than females with 12 of the 17 factors and are equally satisfied with two more. Workload is the only QSL factor identified by the anova to be significantly different according to gender. For this factor, males are considerably more satisfied than females. Only on Goals & Expectations, Sense of Belonging, and Status are females more satisfied than males.

Middle School/Junior High School Level. Four factors were identified by the anova as significant at the $p \leq .05$ level, Sense of Belonging, Recognition, Status, and Leadership (See Table 9). Teachers with fewer than seven years of experience were more satisfied than teachers with more experience (See Table 12). Those in the 1 to 3 and 4 to 7 years of experience groups have the highest satisfaction levels for 15 of the 17 factors. Teachers with 16+ years of experience are least satisfied with 14 of the 17 factors and are only slightly more satisfied than other groups with two additional factors. Furthermore, they are the least satisfied with four of the five factors considered statistically significant. Work Load is the only factor that is considerably less satisfied for teachers with 1 to 3 years of experience. At the middle school level, females were more satisfied than males with all 17 factors. None, however, were considered statistically significant.

Tukey's analysis indicates that Communication, Sense of Belonging, Recognition, Status, and Leadership vary significantly according to years of experience. (See Table 10.) For all 5 factors, the variation exists between teachers in the 4 to 7 years of experience group and those with 16+ years of experience. For one factor, Status, significant differences also exist between teachers with 1 to 3 and 16+ years of experience.

High School Level. For high school teachers, no significant differences were identified in satisfaction levels. Although relationships among years of experience groups do not appear to be statistically significant at the $p \leq .05$ level, patterns can be identified among the various experience level groups regarding level of satisfaction (See Table 9). The 1 to 3 and the 16+ years of experience groups have higher satisfaction means on 14 of the 17 QSL factors than the other two experience groups (See Table 13). They are also slightly higher than the two others on one additional factor. For no QSL factor did the 8 to 15 year group report the highest mean. On the contrary, their means were the lowest of the four groups for 11 factors. The anovas run by gender

at the high school level identified three factors, Support, Work Enrichment, and Growth and Renewal, as statistically different at the $p \leq .05$ level. In each case, female teachers were more satisfied than males with these factors. Furthermore, females are slightly more satisfied than males with all but two of the 17 QSL factors.

Tukey's analysis indicates that only one factor, Formal Rewards, varied according to years of experience. However, the three factors of Work Enrichment, Growth and Renewal, and Recognition varied by gender whereas years of experience had a greater impact at elementary and middle school levels. Gender had the greatest impact at the high school level.

Perceptions about Specific QSL Factors

When analyzed by school level, ten QSL school level factors were found to be significantly different in terms of importance. Of those factors, several are consistently among the most important to teachers. These are Communication, Support, Work Load, Working Conditions, and Resources. Support is generally among the most well satisfied across all school levels, while Working Conditions and Communication are only moderately satisfied. Work Load and Resources are the least satisfied of these highly important factors. Three factors, Work Enrichment, Leadership, and Recognition, are consistently ranked as among the least important. For these factors, satisfaction levels vary. Work Enrichment is generally well satisfied. Leadership and Recognition, with one exception are moderately well satisfied. At the high school level, Recognition is poorly satisfied. Work Control and Sense of Belonging are factors that are generally well satisfied.

For those factors not identified as significantly different in the school level analysis, patterns in the responses are also identified. Goals and Expectations and Efficacy and Achievement tend to fall within the middle range in importance and are sources of satisfaction across the school levels. Involvement, Status, and Formal Rewards, which are moderately important, are sources of dissatisfaction across all groups.

Conclusions

The findings of this analysis support previous research and the assumptions underlying the QSL process. It is our strongly held belief that the school is the most productive site for collaborative efforts and change. This has been the basis for much of our work with schools. Furthermore, understanding perceptions regarding the quality of school life provides the school with an informative data base to be used in improvement efforts. It could be said that these findings reiterate the obvious. The researchers feel that these data move beyond the obvious to provide some new insights. They are unaware of any other current data base of teachers' opinions about critical influences on teaching and professional obligations of this size. The perceptions of over 700 individuals allow for a broader interpretation of teachers' lives within schools and within schools at all three levels. The following conclusions are the major ones identified at this time.

1. School site is a critical influence on teachers' perceptions about the quality of their worklives. Perceptions for both importance and satisfaction levels across all twenty-one schools were found to be significantly different which documents the impact of the individual school site. This confirms findings of earlier research and supports the contention that the individual school context makes the school unique.

2. The influence of teachers' school level is a major determinant of their perceptions about the quality of school life. This holds true for both importance and satisfaction. Even though the school site has the greatest impact, the school level also exerts significant influence on perceptions.

3. Both gender and years of teaching experience exert influence on teachers' perceptions of the quality of their school life, but school level has the greatest impact.

4. Middle school teachers are more satisfied than are elementary teachers. High school teachers

express the lowest levels of satisfaction of all three groups. The primary sources of differences in perceived levels of satisfaction relate to Communication, Programs and Policies, and Involvement.

5. In terms of importance and satisfaction, beginning teachers with under three years experience differ in their perceptions about certain QSL factors from their more experienced colleagues. Of primary importance to beginning teachers are Communication and Growth and Renewal while veteran teachers are more concerned about Formal Rewards, Work Load, Recognition, and Work Enrichment. Overall levels of satisfaction are higher for beginning teachers than for any other experience group. Teachers who have been in the profession from eight to fifteen years are the least satisfied group.

6. Gender influences teachers' perceptions about the Quality of School Life in terms of both importance and satisfaction. Female teachers are more satisfied at the middle school and high school levels, while male teacher at the elementary level are more satisfied. Males are more concerned about Working Conditions and Work Load than are females. Females are more concerned about Communication and Growth and Renewal.

7. Overall, several factors can be identified as highly important to teachers. Communication is the one factor identified by teachers at all levels as among the most important. Teachers feel strongly about having opportunities to communicate with one another and to be informed about important matters and events in a timely way. Support from colleagues, parents, and administrators is also an area of significance to teachers. The adequacy of Resources to meet students' needs is an additional concern as is the demands of their Work Load. It is interesting to note that Formal Rewards is not identified as among those factors considered highly important to teachers.

Limitations of the Research Design and Implications for Future Research

There are two limitations to this study. First, despite the large total sample, three demographic groups are smaller than was desired. There are only 18 males at the elementary school level and 20 at the middle school level. With thirteen elementary schools and three middle schools represented, female teachers dominate the sample. Although less than desirable, this phenomenon is not atypical. There are also only 79 teachers representing the middle school level. The sample was determined by those schools involved in Tennessee's Shared Leadership Project and the QSL study in which participation is voluntary.

This study focuses exclusively on the QSL factors that have been determined to be critical to teachers' perceptions of the quality of their school lives and not the conditions comprising the factor categories. Therefore, assessment of factor satisfaction means does not take into account the variation among conditions. This only applies to satisfaction level, however. The importance scale focuses exclusively on QSL factors. In addition, because the participants are asked to identify only the six most important factors, it may appear that some factors are unimportant. This is not the case; it is more a matter of relative importance.

Several options for future research can be identified. In depth interviews could be conducted to develop a full understanding about participants' reactions to the factors. Listening carefully to the "inside" participants would provide rich qualitative data about the problems and possibilities of schooling. With the current process, teachers will often include comments expressing their hope that the survey results will bring about desired changes and/or that they appreciate being "listened to." Interviews could make the listening more intense. In addition, it would be helpful to identify other middle schools to participate in further research.

The unit of analysis for this investigation and for the usual QSL studies could be reconsidered. The total school may be the appropriate unit of analysis in elementary schools. In larger middle and high schools the department may be a more appropriate unit of analysis. According to Little and McLaughlin (1993) there may be problems associated with "aggregating to the school level to analyze the consequences of workplace factors for teachers' performance and commitment" (p. 7).

There are "multiple contexts of teaching" (p.185). School level may be a starting point for determining differences in teachers' perceptions, but other or additional variables may also be appropriate and useful.

Educational Importance of the Study

Research that portrays the quality of life within individual schools is significant. The standard procedure of case study QSL data provides each school with important perceptual data about aspects of teaching and the educational workplace that directly affect teacher work satisfaction at that school site. In some schools, the QSL study affirms and reinforces faculty beliefs and practices, while in others it identifies areas in need of improvement. It also provides insight into the conditions that can be established to increase the levels of teacher work satisfaction and motivation. We agree with Little and McLaughlin in that "context matters" and that there are "situated norms and beliefs of practice" (p. 188-189). In addition, this indepth analysis of teachers' perceptions according to the demographic characteristics of school level, years of teaching experience, and gender provides some clear insights into the overall context of teaching. It confirms some intuitions about teaching and provides guidance for future improvement efforts at each school site and for the profession in general. The insights gained from this analysis should highlight the diversity that exists within each school setting and should indicate ways of establishing more satisfying and motivating work environments.

The complexity and changing dynamics within schools as workplaces warrants intensive study. According to McLaughlin (1993), "The school workplace is a physical setting, a formal organization, an employer. It is also a social and psychological setting in which teachers construct a sense of practice, of professional efficacy, and of professional community" (p. 99). Further she says that "this aspect of the workplace--the nature of the professional community that exists there--appears more critical than any other factor to the character of teaching and learning for teachers and their students" (p. 99). Metz (1993) offers a caution to policy makers and researchers. Investigations into schools as workplaces must be conducted in ways that will appropriately inform practice and urges further exploration into school as communities. Determining the conditions in schools that foster the development of positive and productive professional communities is a step towards enlightening school personnel about those motivating environments. Perhaps Saranson (1991) is right. If schools would be better places for teachers, they would also be better places for students and for learning.

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Factor	IMPORTANCE		SATISFACTION			
	X^2	p	Mean	SD	F Value	p
Working Conditions	139.98	0.000	2.81	0.61	5.81	0.0001
Communication	42.24	0.003	2.78	0.69	8.74	0.0001
Goals & Expectations	33.91	0.027	3.04	0.53	15.56	0.0001
Resources	62.50	0.000	2.65	0.61	6.78	0.0001
Work Load	56.38	0.000	2.47	0.69	5.73	0.0001
Programs & Policies	57.14	0.000	2.89	0.61	9.74	0.0001
Support	97.63	0.000	3.03	0.60	10.10	0.0001
Work Control	102.12	0.000	2.94	0.67	12.50	0.0001
Work Enrichment	75.07	0.000	2.95	0.65	10.80	0.0001
Growth & Renewal	27.59	0.119	2.82	0.62	9.94	0.0001
Sense of Belonging	65.21	0.000	2.86	0.65	13.99	0.0001
Involvement	28.28	0.103	2.38	0.60	11.53	0.0001
Efficacy & Achievement	32.25	0.032	2.98	0.57	12.36	0.0001
Formal Rewards	73.52	0.000	1.99	0.73	7.62	0.0001
Recognition	83.53	0.000	2.51	0.67	8.94	0.0001
Status	38.54	0.008	2.51	0.62	12.47	0.0001
Leadership	58.46	0.000	2.75	0.45	18.43	0.0001

Table 1
Importance and Satisfaction of QSL Factors Across School Sites for the Total Teacher Population

Factor	School Level					Years of Experience						Gender			
	ELEM	MS	HS	χ^2	p	1 to 3	4 to 7	8 to 15	16+	χ^2	p	Male	Female	χ^2	p
Working Conditions	46.38	49.40	71.88	47.43	0.000 **	48.28	45.54	60.33	61.16	11.38	0.010 **	70.25	53.75	13.72	0.000 **
Communication	64.34	62.65	53.67	8.37	0.015 *	73.56	57.43	55.98	59.13	8.28	0.041 *	50.63	61.96	6.57	0.010 **
Goals & Expectations	38.61	36.14	42.49	1.63	0.444	47.13	37.62	37.50	38.84	2.63	0.452 *	43.04	38.93	0.87	0.351
Resources	51.21	45.78	38.34	11.38	0.003 *	45.98	50.50	45.65	44.35	1.19	0.755	36.71	48.57	6.98	0.008 **
Work Load	61.13	46.99	46.96	15.49	0.000 **	41.38	44.55	53.80	60.87	15.74	0.001 **	46.84	55.71	3.91	0.048
Programs & Policies	35.12	30.12	39.94	3.36	0.187	35.63	39.60	32.07	36.81	1.91	0.592	39.87	34.82	1.37	0.242
Support	65.42	57.83	44.73	29.69	0.000 **	55.17	58.42	61.41	52.75	3.93	0.269	46.20	58.75	7.87	0.0005 **
Work Control	19.84	21.69	42.49	44.77	0.000 **	24.14	29.70	28.26	31.88	2.26	0.520	41.14	26.61	12.44	0.000 **
Work Enrichment	11.53	8.43	25.88	29.67	0.000 **	11.49	19.80	18.48	16.23	2.86	0.414	25.32	14.29	10.77	0.001 **
Growth & Renewal	26.54	19.28	19.81	5.09	0.079	40.23	25.74	23.91	16.52	23.50	0.000 **	15.19	25.54	7.39	0.007 **
Sense of Belonging	38.07	45.78	23.96	21.97	0.000 **	35.63	36.63	31.52	33.33	0.95	0.815	27.22	35.00	3.63	0.067
Involvement	39.68	39.76	36.74	0.68	0.711	45.98	36.63	39.67	36.52	2.88	0.410	40.51	38.04	0.32	0.573
Efficacy & Achievement	17.69	13.25	21.73	3.72	0.156	22.99	18.81	14.13	20.87	4.50	0.213	23.42	17.50	2.83	0.093
Formal Rewards	36.73	39.76	36.74	0.29	0.865	24.14	34.65	47.28	38.26	14.23	0.003 **	38.61	37.68	0.05	0.832
Recognition	12.06	16.87	28.43	29.68	0.000 **	21.84	20.79	21.74	16.81	2.58	0.460	22.78	18.04	1.80	0.180
Status	20.64	19.28	22.68	0.66	0.721	17.24	19.80	21.74	23.19	1.68	0.641	23.42	20.18	0.78	0.376
Leadership	6.70	9.64	18.53	23.25	0.000 **	9.20	12.87	11.41	11.30	0.64	0.888	16.46	10.18	4.75	0.029 *

** $p < .01$ * $p < .05$

Table 2

Effects of School Level, Years of Teaching Experience, and Gender on Teachers' Perceptions of QSL Factor Importance

Percentages of Teachers Including Each Factor Among the Six Most Important

Factor	x^2	P	SCHOOL																		
			ELEM												MS/JHS			HS			
			1 (26)	2 (23)	3 (24)	4 (36)	5 (38)	6 (31)	7 (24)	8 (29)	9 (17)	10 (31)	11 (35)	12 (18)	13 (24)	14 (49)	15 (58)	16 (61)	17 (34)	18 (18)	19 (49)	20 (62)	21 (83)
Working Conditions	139.98	0.000	57.69	60.87	45.83	47.22	57.89	48.39	41.67	34.48	64.71	48.39	57.14	77.78	45.83	30.61	44.83	62.30	23.53	33.33	48.98	95.16	93.98
Communication	42.236	0.003	46.15	65.22	62.50	63.89	63.16	48.39	58.33	79.31	82.35	80.65	54.29	77.78	45.83	63.27	58.62	44.26	67.65	77.78	46.94	69.35	49.40
Goals & Expectations	33.908	0.027	30.77	21.74	41.67	44.44	36.84	32.26	37.50	65.52	58.82	35.48	42.86	11.11	33.33	32.65	31.03	39.34	35.29	50.00	36.73	48.39	51.81
Resources	62.497	0.000	88.46	43.48	62.50	47.22	50.00	35.48	45.83	55.17	52.94	51.61	48.57	77.78	33.33	36.73	50.00	55.74	52.94	38.89	36.73	29.03	25.30
Work Load	56.381	0.000	69.23	60.87	45.83	41.67	60.53	70.97	41.67	44.82	58.82	51.61	57.14	77.78	83.33	75.51	29.31	55.74	52.94	38.89	53.06	58.06	40.96
Programs & Policies	57.143	0.000	38.46	17.39	41.67	25.00	36.84	41.94	50.00	31.03	23.53	16.13	48.57	11.11	33.33	30.61	31.03	29.51	44.12	50.00	18.37	51.61	57.83
Support	97.629	0.000	61.54	65.22	66.67	66.67	65.79	64.52	37.50	75.86	52.94	70.97	48.57	44.44	75.00	67.35	67.24	62.30	70.59	83.33	57.14	20.97	26.51
Work Control	102.12	0.000	30.77	13.04	8.33	22.22	26.32	12.90	29.17	27.59	23.53	12.90	14.29	5.56	29.17	24.49	17.24	29.51	11.76	33.33	40.82	66.13	53.01
Work Enrichment	75.065	0.000	7.69	0.00	20.83	11.11	7.89	0.00	12.50	3.45	11.76	25.81	17.14	5.56	4.17	16.33	13.79	13.11	14.71	5.56	24.49	29.02	42.17
Growth & Renewal	27.589	0.119	11.54	21.74	29.17	19.44	28.95	29.03	16.67	34.48	11.76	22.58	34.29	16.67	33.33	18.37	25.86	19.67	35.29	38.89	30.61	14.52	13.25
Sense of Belonging	65.212	0.000	19.23	73.91	50.00	33.33	42.11	25.81	37.50	24.14	23.53	38.71	34.29	61.11	45.83	38.78	25.86	34.43	44.12	61.11	32.65	17.74	14.46
Involvement	28.276	0.103	53.85	26.09	37.50	52.78	44.74	41.94	33.33	37.93	35.29	61.29	34.29	16.67	29.17	30.61	43.10	34.43	44.12	38.89	40.82	24.19	40.96
Efficacy &	33.258	0.032	11.54	8.70	8.33	11.11	13.16	12.90	20.83	27.59	5.88	35.48	17.14	33.33	16.67	14.29	15.52	13.11	20.59	11.11	16.33	30.65	28.92
Formal Rewards	73.523	0.000	50.00	39.13	41.67	50.00	36.84	61.29	25.00	24.14	35.29	22.58	25.71	33.33	45.83	55.10	56.90	48.18	17.65	16.67	46.94	27.42	14.46
Recognition	83.529	0.000	7.69	0.00	16.67	27.78	7.89	16.13	16.67	13.79	5.88	3.23	14.29	11.11	12.50	16.33	22.41	9.84	11.76	16.67	14.29	43.55	43.37
Status	38.541	0.008	7.69	26.09	8.33	22.22	21.05	22.58	8.33	20.69	11.76	12.90	20.00	27.78	29.17	34.69	37.93	31.15	14.71	27.78	24.49	11.29	13.25
Leadership	58.464	0.000	7.69	4.35	12.50	13.89	2.63	9.68	8.33	0.00	5.88	9.68	14.29	11.11	4.17	2.04	6.90	8.20	2.94	11.11	18.37	24.19	30.12

Note: Numbers in parentheses denote faculty size at each school site.

Table 3

Percentages of Teachers Ranking Each QSL Factor Among The Six Most Important By School and Significance for the Total Population

Factor	ELEM					MS/JH					HS				
	Gender		Years Experience			Gender		Years Experience			Gender		Years Experience		
	M	F	1-3	4-7	8-15	16+	M	F	1-3	4-7	8-15	16+	M	F	1-3	4-7	8-15	16+
Working Conditions	68.42	45.20																
	χ^2= 3.89 p=0.049																	
Communication			88.89	68.29	60.64	58.82	45.00	69.35										
			χ^2=17.13 p=0.001				χ^2= 3.87 p=0.049											
Work Load			44.44	56.10	64.89	68.63												
			χ^2=10.88 p=0.012															
Work Control							50.00	11.29										
							χ^2=13.79 p=0.000											
Work Enrichment															4.00	32.50	36.99	21.66
															χ^2=13.43 p=0.004			
Growth & Renewal			46.30	36.59	27.66	15.03							12.61	24.57				
			χ^2=23.64 p=0.000										χ^2= 6.41 p=0.011					
Formal Rewards			27.07	29.27	54.26	36.60			37.50	10.00	52.94	52.29						
			χ^2=16.29 p=0.001						χ^2=11.52 p=0.009									
Recognition									12.50	10.00	41.18	8.57						
									χ^2= 9.93 p=0.019									

Percentages for groups with $p \leq .05$

Table 4
Effects of Years of Teaching Experience and Gender By School Level
on Teachers' Perceptions of QSL Factor Importance

Factor	Total Population		Individual Schools																			
			ELEM													MS/JHS			HS				
	$\bar{X}$	SD	1 (26)	2 (23)	3 (24)	4 (36)	5 (38)	6 (31)	7 (24)	8 (29)	9 (17)	10 (31)	11 (35)	12 (18)	13 (24)	14 (49)	15 (58)	16 (61)	17 (34)	18 (18)	19 (49)	20 (62)	21 (83)
Working Conditions	2.81	0.61	2.10	2.90	2.91	2.90	2.89	2.75	3.14	2.97	3.34	2.50	2.82	2.50	2.52	3.57	2.91	2.35	3.33	2.76	3.35	2.43	2.55
Communication	2.78	0.69	2.28	3.12	2.85	2.78	2.63	2.73	3.49	3.22	2.86	2.69	2.65	2.98	3.24	3.30	2.43	2.54	2.94	2.63	2.93	2.77	2.33
Goals & Expectations	3.04	0.53	2.87	3.49	2.97	2.96	3.00	2.93	3.50	3.19	3.22	2.91	3.14	3.45	3.49	3.34	2.73	2.87	3.38	3.28	3.19	2.93	2.61
Resources	2.65	0.61	1.75	3.00	2.62	2.71	2.62	2.73	2.95	2.98	2.88	2.49	2.79	2.14	2.83	3.08	2.30	2.37	3.28	2.62	2.81	2.37	2.60
Work Load	2.47	0.69	2.17	2.59	2.39	3.00	2.33	2.32	2.78	2.43	2.37	2.39	2.33	2.15	2.31	2.28	2.57	2.42	2.63	3.30	2.54	2.58	2.20
Programs & Policies	2.89	0.61	2.44	3.41	2.88	2.84	2.86	2.69	3.35	3.14	2.82	2.81	2.98	3.13	3.30	3.30	2.78	2.62	3.17	3.03	2.96	2.73	2.51
Support	3.03	0.60	2.65	3.37	2.82	2.87	2.90	3.01	3.49	3.23	3.21	2.88	3.26	3.42	3.43	3.45	2.85	2.75	3.16	3.23	3.24	2.94	2.60
Work Control	2.94	0.67	2.65	3.10	2.96	3.02	2.64	3.04	3.46	3.16	3.05	2.83	3.01	3.44	3.25	3.31	2.86	2.54	3.26	3.61	3.07	2.85	2.41
Work Enrichment	2.95	0.65	2.68	3.11	3.03	2.78	2.95	2.99	3.46	3.05	3.25	2.94	3.05	3.43	3.30	3.35	2.77	2.71	3.03	3.46	3.01	2.82	2.55
Growth & Renewal	2.82	0.62	2.55	2.98	2.80	2.56	2.91	2.69	3.39	3.06	3.06	2.81	2.86	3.25	3.10	3.16	2.65	2.68	3.13	3.11	2.87	2.63	2.47
Sense of Belonging	2.86	0.65	2.75	3.37	2.79	2.53	2.61	2.60	3.44	2.96	3.25	2.71	3.21	3.04	3.38	3.34	2.69	2.53	3.35	3.18	3.16	2.59	2.37
Involvement	2.38	0.60	1.80	3.27	2.13	2.23	2.46	2.54	2.83	2.77	2.85	2.35	2.29	2.53	2.85	2.73	2.15	2.13	2.59	2.14	2.59	2.34	1.94
Efficacy &	2.98	0.57	2.75	3.50	3.00	2.76	3.12	2.93	3.39	3.33	3.20	2.93	3.09	3.31	3.20	3.29	2.84	2.73	2.99	3.17	3.08	2.88	2.50
Formal Rewards	1.99	0.73	1.82	2.22	1.96	2.00	2.47	1.96	2.45	1.77	2.21	2.06	2.27	2.07	1.60	1.60	1.80	2.06	2.59	2.39	1.67	2.12	1.52
Recognition	2.51	0.67	2.18	2.93	2.54	2.32	2.56	2.40	3.17	2.80	2.84	2.47	2.77	2.78	2.65	2.83	2.30	2.35	2.70	2.36	2.66	2.36	2.06
Status	2.51	0.62	2.10	2.88	2.46	2.47	2.39	2.60	3.11	2.90	3.00	2.51	2.68	2.22	2.75	2.87	2.31	2.17	2.75	2.43	2.74	2.58	1.96
Leadership	2.75	0.45	2.36	3.13	2.71	2.68	2.73	2.71	2.23	2.97	3.00	2.66	2.86	2.89	3.00	3.10	2.57	2.51	3.05	2.92	2.90	2.63	2.36

Table 5
Satisfaction Factor Means for QSL Factors
By Total Population and By Individual Schools

Note: Numbers in parentheses denote faculty size at each school site.

Factor	F Value	Pr > F	F Value Type I SS			Pr > F Type I SS			F Value Type III SS			Pr > F Type III SS		
			YE	GEN	SL	YE	GEN	SL	YE	GEN	SL	YE	GEN	SL
Working Conditions	5.81	0.0001	2.88	6.58	9.82	0.0353	0.0105	0.0001	1.98	0.94	9.82	0.1155	0.3321	0.0001
Communication	8.74	0.0001	2.17	7.19	19.38	0.0906	0.0075	0.0001	1.15	0.65	19.38	0.3283	0.4195	0.0001
Goals & Expectations	15.56	0.0001	2.32	24.55	30.95	0.0745	0.0001	0.0001	1.51	4.23	30.95	0.2116	0.0402	0.0001
Resources	6.78	0.0001	1.67	2.48	16.59	0.1727	0.1160	0.0001	1.54	0.04	16.59	0.2030	0.8339	0.0001
Workload	5.73	0.0001	2.87	0.88	12.43	0.0356	0.3477	0.0001	3.66	0.26	12.43	0.0123	0.6112	0.0001
Programs and Policies	9.74	0.0001	3.14	7.20	20.92	0.0248	0.0075	0.0001	2.11	0.47	20.92	0.0972	0.4916	0.0001
Support	10.10	0.0001	4.52	16.55	15.24	0.0038	0.0001	0.0001	3.71	3.77	15.24	0.0115	0.0526	0.0001
Work Control	12.50	0.0001	4.77	11.86	24.42	0.0027	0.0006	0.0001	3.06	0.78	24.42	0.0278	0.3790	0.0001
Work Enrichment	10.80	0.0001	2.85	24.73	15.75	0.0366	0.0001	0.0001	1.93	6.36	15.75	0.1241	0.0119	0.0001
Growth & Renewal	9.94	0.0001	4.84	18.62	13.26	0.0024	0.0001	0.0001	3.84	4.25	13.26	0.0096	0.0397	0.0001
Sense of Belonging	13.99	0.0001	5.82	22.09	22.20	0.0006	0.0001	0.0001	3.90	3.67	22.20	0.0089	0.0559	0.0001
Involvement	11.53	0.0001	2.65	9.94	25.66	0.0480	0.0017	0.0001	1.34	1.15	25.66	0.2611	0.2831	0.0001
Efficacy & Achievement	12.36	0.0001	4.83	9.91	24.88	0.0025	0.0017	0.0001	2.93	0.19	24.88	0.0330	0.6670	0.0001
Formal Rewards	7.62	0.0001	7.63	3.27	9.77	0.0001	0.0708	0.0001	6.71	0.15	9.77	0.0002	0.7033	0.0001
Recognition	8.94	0.0001	3.38	9.11	17.22	0.0186	0.0026	0.0001	2.14	0.87	17.22	0.0940	0.3520	0.0001
Status	12.47	0.0001	5.85	11.20	23.04	0.0006	0.0009	0.0001	3.87	1.13	23.04	0.0092	0.2888	0.0001
Leadership	18.43	0.0001	6.16	20.47	35.83	0.0004	0.0001	0.0001	4.05	2.38	35.83	0.0072	0.1231	0.0001

Note: When we compare Type I SS and Type III SS, school level remains significant and gender nearly disappears. This is because male teachers are primarily at the high school level and elementary teachers are almost exclusively female.

Table 6

Significance of Factor Satisfaction Means for the Total Population, Years of Experience, Gender, and School Level

Factor	SCHOOL LEVEL			YEARS OF EXPERIENCE						GENDER
	EL - MS/JH	EL - HS	MS - HS	1-3 4-7	1-3 8-15	1-3 16+	4-7 8-15	4-7 16+	8-15 16+	
Working Conditions		•	•			•				•
Communication	•	•	•							•
Goals & Expectations		•	•							•
Resources		•	•							
Workload		•	•	•						
Programs and Policies	•	•	•		•					•
Support		•	•		•		•			•
Work Control		•	•		•	•				•
Work Enrichment		•	•							•
Growth & Renewal		•	•		•	•				•
Sense of Belonging		•	•		•	•		•		•
Involvement	•	•	•					•		•
Efficacy & Achievement		•	•		•	•				•
Formal Rewards		•	•		•	•				
Recognition		•	•							•
Status		•	•		•	•				•
Leadership		•	•		•	•				•

Table 7

Effects of School Level, Years of Experience, and Gender on QSL Factor Satisfaction

Interrelationships Across the Total Population

* indicates which relationships are significant at the $p \leq .05$ level

Factor N=	Total Population (701)	School Level			Years Experience				Gender	
		Elem (331)	MS/JH (79)	HS (291)	1 - 3 (87)	4 - 7 (97)	8 - 15 (181)	16+ (336)	Male (156)	Female (545)
Working Conditions	2.81	2.90	2.97	2.67	2.97	2.86	2.78	2.78	2.79	2.84
Communication	2.77	2.87	3.08	2.58	2.90	2.86	2.74	2.74	2.65	2.81
Goals & Expectations	3.04	3.17	3.27	2.83	3.14	3.10	2.98	3.02	2.86	3.09
Resources	2.64	2.74	2.87	2.49	2.75	2.60	2.59	2.66	2.58	2.66
Work Load	2.46	2.41	2.81	2.44	2.61	2.34	2.41	2.49	2.52	2.45
Programs & Policies	2.88	2.99	3.16	2.72	3.04	2.96	2.83	2.87	2.78	2.93
Support	3.02	3.14	3.20	2.85	3.18	3.12	2.93	3.02	2.87	3.08
Work Control	2.93	3.09	3.18	2.71	3.16	3.01	2.88	2.89	2.78	2.98
Work Enrichment	2.95	3.10	3.08	2.74	3.07	3.07	2.90	2.91	2.73	3.02
Growth & Renewal	2.82	2.96	2.92	2.64	3.02	2.85	2.73	2.80	2.64	2.87
Sense of Belonging	2.86	3.03	3.03	2.64	3.05	3.01	2.81	2.80	2.65	2.92
Involvement	2.39	2.47	2.71	2.19	2.44	2.51	2.36	2.34	2.25	2.42
Efficacy & Achievement	2.97	3.11	3.15	2.78	3.16	3.05	2.95	2.92	2.84	3.01
Formal Rewards	1.97	2.05	2.17	1.82	2.26	2.00	1.83	1.96	1.88	1.99
Recognition	2.51	2.62	2.74	2.31	2.66	2.61	2.46	2.46	2.36	2.55
Status	2.50	2.62	2.77	2.31	2.70	2.62	2.46	2.45	2.37	2.55
Leadership	2.75	2.86	2.97	2.57	2.90	2.82	2.69	2.72	2.62	2.79

Table 8
QSL Factor Satisfaction Means for the Total Population
By School Level, Years of Experience, and Gender

Factor	SCHOOL LEVEL					
	ELEM		MS/JH		HS	
	Type I	Type III	Type I	Type III	Type I	Type III
	F Value p	F Value p	F Value p	F Value p	F Value p	F Value p
Working Conditions						
Communication						
Goals & Expectations						
Resources	YE 3.02 YE 0.0300	YE 2.68 YE 0.047				
Work Load	YE 4.90 YE 0.0024	YE 3.83 YE 0.0102				
Work Load	G 7.40 G 0.0069	G 7.40 G 0.0069				
Programs & Policies	YE 4.01 YE 0.0080	YE 4.08 YE 0.0073				
Support					G 4.19 G 0.0416	G 4.19 G 0.0416
Work Control						
Work Enrichment						
Growth & Renewal					G 4.71 G 0.0307	G 4.71 G 0.0307
Sense of Belonging			YE 5.22 YE 0.0025	YE 4.69 YE 0.0047		
Involvement						
Efficacy & Achievement						
Formal Rewards	YE 3.55 YE 0.0147	YE 3.64 YE 0.0132				
Recognition			YE 4.10 YE 0.0096	YE 4.01 YE 0.0106		
Status			YE 5.41 YE 0.0020	YE 4.52 YE 0.0058		
Leadership	YE 3.31 YE 0.0203	YE 3.05 YE 0.0288	YE 2.77 YE 0.0472	YE 2.24 YE 0.0907		

'E = Years of Experience; G = Gender

Note: Effects included only for factors identified as signficiant at the $p \leq .05$ level

Table 9

Effect of Years Experience and Gender on QSL Factor Satisfaction by School Level

Factor	YEARS OF EXPERIENCE						GENDER
	1-3 4-7	1-3 8-15	1-3 16+	4-7 8-15	4-7 16+	8-15 16+	
Working Conditions			EL				
Communication					MS		
Goals & Expectations							
Resources		EL					
Workload	EL	EL	EL				EL
Programs and Policies		EL	EL				
Support							
Work Control							
Work Enrichment							HS
Growth & Renewal							HS
Sense of Belonging					MS		
Involvement							
Efficacy & Achievement							
Formal Rewards		EL, HS					
Recognition					MS		HS
Status			MS		MS		
Leadership		EL			MS		

Tukey's $p \leq .05$

Table 10

Significant Differences in Level of Satisfaction Among Teachers at Various School Levels According to Years of Experience and Gender

Factor N=	Total Elementary Population (331)	Years Experience 1 - 3 (54)	4 - 7 (39)	8 - 15 (92)	16+ (146)	Gender Male (18)	Female (313)
Working Conditions	2.90	3.01	2.98	2.84	2.83	2.94	2.89
Communication	2.87	3.01	2.89	2.85	2.83	3.34	2.86
Goals & Expectations	3.17	3.26	3.21	3.08	3.17	3.11	3.17
Resources	2.74	2.89	2.65	2.58	2.77	2.96	2.71
Work Load	2.41	2.71	2.26	2.29	2.41	2.93	2.38
Programs & Policies	2.99	3.29	3.01	2.88	2.96	2.99	2.99
Support	3.14	3.25	3.13	3.08	3.14	3.27	3.13
Work Control	3.09	3.28	3.02	3.07	3.04	3.17	3.08
Work Enrichment	3.10	3.16	3.14	3.04	3.11	3.22	3.10
Growth & Renewal	2.96	3.14	2.87	2.91	2.94	3.12	2.95
Sense of Belonging	3.03	3.19	3.17	2.94	2.98	3.00	3.03
Involvement	2.47	2.49	2.62	2.40	2.47	2.60	2.46
Efficacy & Achievement	3.11	3.26	3.15	3.06	3.08	3.22	3.10
Formal Rewards	2.05	2.30	1.96	1.91	2.08	2.05	2.05
Recognition	2.62	2.66	2.78	2.53	2.62	2.90	2.61
Status	2.62	2.77	2.76	2.56	2.57	2.59	2.63
Leadership	2.86	3.01	2.89	2.28	2.85	2.97	2.85

Table 11
Comparison of QSL Factor Satisfaction Means at the Elementary School Level
By Years of Experience and Gender

39

Factor N=	Total MS/JH Population (79)	Years Experience 1 - 3 (8)	4 - 7 (20)	8 - 15 (16)	16+ (35)	Gender Male (20)	Female (79)
Working Conditions	2.97	3.06	2.99	2.91	2.96	2.78	3.03
Communication	3.08	3.29	3.38	3.03	2.89	3.00	3.11
Goals & Expectations	3.27	3.56	3.36	3.28	3.15	3.12	3.32
Resources	2.87	2.77	2.94	2.99	2.80	2.79	2.89
Work Load	2.81	2.44	2.78	2.96	2.85	2.75	2.83
Programs & Policies	3.16	3.28	3.30	3.11	3.08	3.01	3.21
Support	3.20	3.33	3.45	3.11	3.09	3.03	3.27
Work Control	3.18	3.38	3.28	3.21	3.07	2.98	3.25
Work Enrichment	3.08	3.22	3.38	2.97	2.94	2.95	3.13
Growth & Renewal	2.92	3.13	3.14	2.83	2.78	2.71	2.98
Sense of Belonging	3.03	3.20	3.46	3.00	2.75	2.83	3.09
Involvement	2.71	2.75	2.85	2.85	2.55	2.61	2.74
Efficacy & Achievement	3.15	3.33	3.27	3.26	2.99	3.01	3.20
Formal Rewards	2.17	2.50	2.37	2.10	2.02	2.02	2.23
Recognition	2.74	3.04	3.00	2.88	2.45	2.66	2.76
Status	2.77	3.25	2.93	2.90	2.51	2.57	2.84
Leadership	2.97	3.11	3.14	2.98	2.83	2.82	3.01

Table 12
Comparison of QSL Factor Satisfaction Means at the MS/JH Level
By Years of Experience and Gender

Factor N=	Total High School Population (291)	Years Experience 1 - 3 (25)	4 - 7 (38)	8 - 15 (73)	16+ (155)	Gender Male (118)	Female (173)
Working Conditions	2.67	2.68	2.66	2.66	2.68	2.65	2.69
Communication	2.58	2.56	2.55	2.55	2.61	2.53	2.62
Goals & Expectations	2.83	2.73	2.85	2.79	2.87	2.78	2.87
Resources	2.49	2.45	2.39	2.51	2.52	2.49	2.50
Work Load	2.44	2.44	2.19	2.45	2.50	2.42	2.46
Programs & Policies	2.72	2.57	2.72	2.71	2.75	2.71	2.72
Support	2.85	2.97	2.94	2.71	2.89	2.78	2.91
Work Control	2.71	2.83	2.85	2.59	2.72	2.89	2.73
Enrichment	2.74	2.82	2.84	2.71	2.73	2.62	2.84
Growth & Renewal	2.64	2.76	2.68	2.51	2.68	2.56	2.70
Sense of Belonging	2.64	2.70	2.60	2.60	2.65	2.57	2.68
Involvement	2.19	2.24	2.23	2.21	2.17	2.13	2.24
Efficacy & Achievement	2.78	2.88	2.83	2.75	2.76	2.76	2.79
Formal Rewards	1.82	2.11	1.84	1.67	1.83	1.84	1.80
Recognition	2.31	2.53	2.24	2.27	2.32	2.23	2.37
Status	2.31	2.40	2.32	2.24	2.33	2.30	2.32
Leadership	2.57	2.61	2.57	2.52	2.59	2.53	2.60

Table 13
Comparison of QSL Factor Satisfaction Means at the High School Level
By Years of Experience and Gender